Abstract

Introduction:

Nobody can deny the importance of English language today. It has become the key language in the global scenario. In the age of free economic trade policy (globalization & liberalization) and technological advancements, the world has shrunk into a global village. A national has become a cosmopolitan. A citizen has become a netizen because of the revolution in the field of telecommunication. How can an advanced and developing state like Maharashtra keep away from such changing global scenario and onrush of technological advancement? Maharashtra can boast of many successful educational experiments carried out in the state. One such experiment was, taking a revolutionary decision of teaching English as a compulsory subject from Class I in all the non-English medium schools throughout Maharashtra, considering the need and importance study of English and attraction towards the English medium schools. The decision was taken in the year 1999 and the new policy about teaching English in the state was announced on 30th, December 1999 vide G.R. No. रुपा १०९९ : १८०/ ९९ / प्राशि-५. A systematic Statewide Massive And Rigorous Training programmed was organized for the Primary Teachers throughout the state.
➢ **Need & Importance of the Study:**

The critical study of the course-books of English (LL) for classes I to IV was absolutely necessary as they are the means of meeting the aims & objectives stated in the syllabi of English for these classes. A considerable time had elapsed after the revolutionary decision of teaching English from class-I was taken and the SMART-PT programme was undertaken. That’s why it had become essential to study the present status of the implementation of the syllabi at the grass-root level.

The present investigator is engaged in the pre-service & in-service teachers’ training as a teacher educator and discharged duties as a resource person in the SMART-PT programme while serving as a secondary teacher. During his school visits at the time of the follow-up of the SMART-PT programme & the follow-up of the in-service teachers’ training, as a part & parcel of his present job-chart, he got and gets chances to interact with the primary school students & teachers as well as to observe the classroom transactions in these schools. While he experienced some good practices, he also experienced some drawbacks in the classroom transactions.

If these drawbacks are not overcome, the aims & objectives of teaching English (LL) at the lower primary stage can’t be fulfilled and the aim behind the inclusion of the subject in the curriculum can’t be met.
The Research Topic:

A Critical Study of the Course-Books of English (LL) for Std. I to IV and Present Status of Teaching - Learning of English at the Stage in Aurangabad District

Operational Definitions of Important Terms:

1. **Lower Primary stage / level:** The elementary education of four years from classes I to IV given to the children in the age group of 6 years to 10 years.

2. **Curriculum:** A general outline of course of study and subjects developed by the State Council of Educational Research and Training, Pune, the state level council.

3. **Syllabus:** A specific course of study designed for a particular class, i.e. for classes I, II, III and IV with specific objectives for each class.

4. **Course-books:** The books developed by ‘Baalbharati’ - The Maharashtra State Bureau of Text book production and Curriculum Research, Pune to facilitate the teaching learning process and to realize the objectives of the syllabi of English for classes I, II, III and IV and thereby achieving the Aims of the Curriculum at the lower primary stage.
5. **English (L.L.):** The English Language taught as the third language in non-English medium schools as per three-language formula and the subject is termed as English Lower Level.

6. **Critical Study:** The in-depth study to find out the strengths and weaknesses.

7. **Implementation of the syllabi:** The actual class-room practices exercised by the primary teachers for the teaching of English (L.L.) such as demonstrations, methods adopted, approaches selected, techniques used, class-room management, drill work, etc to realize the class room objectives.

8. **Class-room Management:** The seating arrangement, formation of pairs and groups, assigning roles, class control, conducting practical, blending of teaching skills, etc.

9. **Aurangabad district:** One of the eight districts in Marathwada region in the state of Maharashtra. It is one of the headquarters of the administrative divisions in the state.

10. **Std.:** Standard, also called as class or grade.

➢ **The Rationale of the Study:**

   The decision of teaching English as a compulsory subject from Class I in all the non-English medium schools throughout Maharashtra was implemented from the academic year 2000-01, when the new
syllabus of English for Class I was introduced and was taught to all the four classes, i.e. Classes I to IV. In the subsequent academic years the new syllabi of English for Classes II to IV were introduced and taught to the respective classes.

All the primary teachers from Maharashtra were trained on a mass scale under the SMART-PT (Statewide Massive and Rigorous Training for Primary Teachers) programme at the beginning of the respective academic years. The **Follow-up programme** was conducted every year by the *Maharashtra State Council of Educational Research and Training, Pune* after the mass SMART-PT programme. It was conducted through the Resource Persons & monitoring officials, such as Block Education Officers, Extension Officers, etc. The follow-up programme was conducted to monitor the Teaching - Learning process and to give feedback to the practicing teachers.

Ten years after the revolutionary decision was taken and implemented, it had become necessary to review the current status of the teaching-learning process and its consequences. The learners of the first batch taught as per the new syllabi of English from Class I were studying in S.S.C. (Class 10th; a landmark, a milestone in the educational progress) in the academic year 2009-10. But a special & exclusive study of the current status of the teaching-learning of English in Aurangabad district was neither experienced nor reported. Education is a long term process.
The consequences of any educational decision can't be seen immediately and one has to wait patiently to reap the fruit of those decisions. It was an appropriate time to study and review the current status of the teaching-learning of English at the stage in the state.

➤ **Assumptions of the Study:**

1) English language is included in the state curriculum of classes I-IV.
2) The syllabi of English (LL) for classes I-IV, prescribed by the Maharashtra State Council of Educational Research & Training, Pune are followed by all the recognised schools throughout the state.
3) The aims & objectives of teaching English to classes I-IV are stated in the syllabi of English.
4) As a means to achieve the aims & objectives, the teachers in the state use the books of English for classes I-IV, produced by Baalbharati.
5) There is a question mark in the society about the implementation of the syllabi of English in Aurangabad district.

➤ **Objectives of the Study:**

1) To study the Syllabi of English (LL) for the lower primary stage with special reference to the aims of the inclusion of the subject in the curriculum.
2) To study the course-books of English for classes I to IV critically in the light of the prescribed syllabi (recommendations by the syllabus committee).

3) To study the present status of the implementation of the syllabi of English (LL) for classes I to IV in Aurangabad district.
   A. To study the knowledge of the teachers of English about the syllabus of English (LL) for classes I to IV.
   B. To study the knowledge and understanding of the teachers about the methods of and approaches to teaching English.
   C. To study the efforts the teachers take in the pre-teaching phase for preparation of teaching English.
   D. To study the methodology of teaching English deployed by the teachers of English.
   E. To know about the awareness among teachers of English about the use of support material in the teaching of English.
   F. To know the ways that the teachers of English adopt to manage the classroom.
   G. To know the evaluation tools and techniques the teachers use to evaluate the achievement of the students in English.

4) To suggest the better ways of implementation of the syllabi at the stage.
Scope of the Study:

A state wide critical study of the current status of the implementation of the syllabi of English is necessary and should be done through the observation of the actual class-room transactions. But the present study is done only for the district of Aurangabad. The study of the actual classroom transactions should have been done in the district, but due to the limitations, the researcher had, the data is collected through data collection instruments (tools), such as questionnaires, rating scales, interview, etc.

The present study is done only for the Aurangabad district. All the nine blocks from the district are covered under the study. The study is limited for the lower primary classes only, i.e. from Classes I to IV. In the present study, the course-books (text-books) of English for Classes I to IV are analysed in the light of the new syllabi of English for the said classes to study its reflection in the books. The syllabi and the recommendations of the syllabus framing committee, for the production of the course-books, are taken into consideration in the present study.

Hypotheses:

1. The course-books of English (LL) for classes I to IV are in tune with the syllabus framed.
2. The teachers of English in Aurangabad district are not well aware of the syllabus and objectives of teaching English to classes I to IV.

3. They have knowledge and understanding of methods, approaches and techniques of teaching English.

4. The support material conducive for teaching English to classes I to IV is available in the schools in Aurangabad district.

5. The implementation of the syllabi of English (LL) for classes I to IV by the teachers of English in Aurangabad district is not as per the course objectives.

➢ Methodology (Design of the Study):

• Research Methods:

   The implementation of the newly introduced syllabi of English for Classes I to IV began from the academic year 2000-01 after the training of the practicing teachers on a mass scale under the SMART-PT programme. The syllabi are still in force and the teachers are still practising at the grass root level. The Documentary Analysis of the syllabi of English for the said classes as well as of the course-books and the teacher’s handbooks and the Survey of the present status of the teaching-learning at the stage was necessary for the present study.

   The first editions of the course-books of English for Classes I to IV were published in the consecutive academic years beginning from the
academic year 2000-01. The reform process in the course-books began from the academic year 2008-09 onwards. The course-book for Class I was revised in the year 2008-09; and the book for Class II is revised in the year 2009-10. The first editions of the course-books produced by the Text-book Bureau (Baalbharati) as well as the revised editions also are critically studied.

- **Sources of data:**

  The sources of data in the first phase of the present study were:

1. Syllabus of English for classes I to IV.
2. The series of course-books of English for classes I to IV titled *My English Book* .....
3. The series of Teacher’s Handbooks based on the course-books.
4. The series of training modules titled *Let’s Teach*.
5. The Resource Persons (who served as teacher educators in the SMART-PT programme)

   The sources of data in the second phase of the present study were:

1. The Block Education Officers
2. The Practicing Teachers
3. The Headmasters
4. The Cluster Heads
5. The Resource Persons (who served as teacher educators in the SMART-PT programme)

- **Data:**

  The kind of data gathered from the sample was as follows:

  [A] **Numeric Data**

  1. Number of teachers teaching English
  2. Number of Teaching Aids available in the schools
  3. Amount of teachers grant spent for the teaching aids conducive for teaching English
  4. Number of schools having a Language Lab set up for English
  5. Number of schools having physical facilities conducive for teaching English
  6. Number of learners in the classroom

[B] **Descriptive Data**

  1. Current status of teaching of English to Classes I to IV
  2. Commitment of the teachers
  3. Knowledge about the Methods, Approaches and Techniques of teaching of English
  4. The kind of guidance teachers get from the Cluster Heads and Headmasters
5. The kind of co-operation expected form different factors related to the teaching-learning of English

6. The achievement level of the learners in the language skills

7. The professional development of the teachers of English

8. The difficulties faced by teachers while teaching English

9. The training needs of the teachers of English

10. Special efforts taken by the teachers of English

- **Data collection tools (instruments):**

  The tools used for the collection of data for the present study were:

  1. Questionnaires for the Teachers, Headmasters, Cluster Heads and Resource Persons

  2. Rating Scales for the Headmasters

  3. Interview Questionnaire for the Block Education Officers

   The present study was carried out for the Aurangabad district. Hence, all types of schools from all the nine blocks of the district were included in the sample. The sample included Marathi and Urdu medium schools, as well as the schools run by private management and the local bodies such as Zilla Parishad and Municipal Corporation. The granted as well as non-granted schools were included in the sample. The schools from the urban as well as rural area were included in the sample.
**Sample:**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Block</th>
<th>Teachers</th>
<th>Head Masters</th>
<th>Cluster Heads</th>
<th>Resource Persons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mar.</td>
<td>Urdu</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Aurangabad</td>
<td>59</td>
<td>16</td>
<td>75</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Khultabad</td>
<td>12</td>
<td>1</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Fulambri</td>
<td>21</td>
<td>1</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Paithan</td>
<td>26</td>
<td>2</td>
<td>28</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Gangapur</td>
<td>27</td>
<td>1</td>
<td>28</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>Sillod</td>
<td>32</td>
<td>5</td>
<td>37</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>Soygaon</td>
<td>11</td>
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<td>4</td>
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<td>8</td>
<td>Kannad</td>
<td>34</td>
<td>2</td>
<td>36</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Vaijapur</td>
<td>34</td>
<td>1</td>
<td>35</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total of the district</strong></td>
<td><strong>256</strong></td>
<td><strong>30</strong></td>
<td><strong>286</strong></td>
<td><strong>64</strong></td>
<td><strong>64</strong></td>
</tr>
</tbody>
</table>

**Research Study - Process:**

In the first phase of the present study, **Documentary Analysis** was carried out through table study the copy of the syllabi of English for Classes I to IV was carefully analysed to know the recommendations of the syllabi framing committee as well as to study the Aims, General Objectives, Specific Objectives and the suggestion about the methodology to achieve these objectives along with the Expected Learning Outcomes. The tools to achieve the objectives recommended in the syllabi, i.e. the course-books (text-books) of English for the said classes, were then analysed carefully to study the reflection of the syllabi in these books. Both the editions of the books (first edition as well as the revised edition) were analysed.

The **Teacher's Handbooks**, the guidelines for the practicing teachers about the handling of the activities from the course-books, were
also studied. The training modules titled 'Let's Teach', which were used as a tool for the training of the practicing primary teachers through the SMART-PT training programme, were also studied to know the methodology suggested by the M.S.C.E.R.T. Pune.

In the second phase of the present study, as the data was available with many sources, the Survey Method was used to collect the data from the various sources, in order to study the present status of the implementation of the syllabi in Aurangabad district. The research tools were developed to collect data from various sources related with the teaching-learning of English at the stage of Classes I to IV. The tools were tested through pilot study and were revised. Then they were administered to the Practicing Teachers, Headmasters, Cluster Heads, Resource Persons and the Block Education Officers.

The data collected through these revised tools was analysed to know the present status of the teaching-learning of English at the stage in the district. For the analysis, the data was sorted and tabulated. The tabulated data was treated statistically to draw inference from the raw data. The statistical techniques used for analysis were percentage & chi-square. The inferences were drawn from the analysis of the data, and some recommendations are made for the better implementation of the syllabi in Aurangabad district.
Conclusions & Recommendations:

General Conclusions:

[A] Aim of the inclusion of the subject in the curriculum:
1. The non-English medium students used to begin the study of English late and due to inadequate study of English language tend to lag behind in today’s competitive age. Considering this backwardness, growing importance of English and to meet the demand for and attraction towards the English medium schools, the Government of Maharashtra took revolutionary decision of teaching English from class I in all non-English medium schools; and implemented it from June-2000 onwards.

[B] Reflection of the syllabi in the Course-Books (Text-Books):
1. The course-books of English (LL) for classes I to IV are produced as per the recommendations of the syllabus committee about the production of the study material.

[C] Current Status of the Implementation of the Syllabus:
1. Teachers don’t have a good knowledge of the methods, approaches and techniques of teaching English. They jumble these concepts. Very few teachers have adopted the recommended eclectic approach and the direct method of teaching English. Majority of the teachers use the
translation method quite often. But about half of the teachers have adopted the learner-centred approach.

2. The facility of language laboratory is not available in the district. Reference materials except the English-English dictionary are available to most of the teachers; SMART-PT untrained teachers seek guidance of seniors, headmasters & cluster heads; More than half of the teachers seek guidance of headmaster & cluster head; and majority of the teachers use reference materials for preparation.

3. Guided reading done in the SMART-PT programme helped teachers in adopting teaching methodology; most of the teachers fail to adopt necessary (recommended) steps in teaching different content; they fail to choose apt (proper) techniques for the development of language skills; very few of them use proper techniques; some techniques are not used at all; as an effort to encourage learners very few teachers adopt play-way method and conduct competitions; some measures are not taken such as appreciation of efforts, reinforcement, incentives, etc; most of the teachers don’t take any special effort to develop language skills; they fail to use the mother-tongue judiciously in the classroom; about half of the teachers expose students to English language, use controlled vocabulary and encourage students to speak in English.
4. Most of the schools have the facilities of electric supply, cassette players and cassettes produced by Baalchitravani, but less than half the teachers use cassette player in the classroom and that too isn’t used regularly. Most of the schools have teaching aids like charts, flash-cards, picture-cards, word cards and pictures; half the schools have flannel-boards, models and sentence strips. In most of the schools educational aids grants Rs.500/- per year are distributed to the teachers and more than half the teachers spend Rs.100/- on the aids for English subject; half each teachers prepare and purchase charts; about \( \frac{1}{3} \) prepare flash-cards, picture-cards and word-cards. Though enough educational aids are available, very few teachers use them regularly.

5. In more than half classes the strength is below 30 students; very few classrooms are overcrowded. About \( \frac{2}{3} \) teachers change the seating arrangement of the learners; more than half of them make them sit circular and about \( \frac{2}{5} \) in small groups; very few form pairs of the peer learners. Most of the teachers provide opportunities to students for speaking; more than half regularly ask them to do activities in the classroom and to do exercises from the activity books.

6. More than half the teachers evaluate students through oral and written tests; very few evaluate them continuously and comprehensively. Majority of the teachers maintain record of their testing but don’t maintain personal diary to note down inputs from evaluation. More
than half the teachers check assignments regularly but don’t do remedial teaching regularly. About half the teachers regularly give feedback to the students about their progress. The listening skill of majority of the students is developed but the speaking, reading, writing and communication skills aren’t developed up to expectations.

- **Main Recommendations:**

  **Recommendations for Baalbharati:**

  1. The pronunciations given in the familiar orthography can’t represent some English sounds exactly. The phonemic script should be printed at least in the Teacher’s Handbooks.

  2. All the communities of India should get equal representation in the content of the books.

  **Recommendations for Baalchitravani:**

  1. Animated Video CDs should be developed containing actions of the action words (verbs), animation of the science phenomena, situational conversations, animated stories, instructions & responses, etc.

  2. Video CDs depicting standard actions of the rhymes and action songs should be produced.

  3. Some durable flash-cards, picture-cards, word-cards, sentence-strips, charts should be developed.
4. Self-learning material for English should be developed parallel to the development of the books.

5. A multi-purpose and multi-use English language kit based on the syllabus of English should be developed for the development of all the language skills.

**Recommendations for the Department of Education:**

1. The primary teachers should be trained in phonetics.

2. A rigorous training like SMART-PT should be given to those teachers who are not SMART-PT trained.

3. All the teachers should undergo the Content Enrichment Programme.

4. Training about teaching methodology should be given to all the teachers.

5. An opportunity and access should be provided to the primary teachers willing to develop their language skills and grammar competence.

6. Special training, about monitoring the teaching of English and proper guidance, should be given to the members of monitoring machinery.

7. English-English dictionary with phonemic transcription should be either supplied to each primary school or made compulsory to purchase from the grants.

8. English language laboratory should be set up at least in the Central Primary Schools/ Cluster Resource Centres.
9. The teachers should be asked to prepare flannel units from the Educational Aids grants of Rs.500/-.

10. CD players and colour TV sets should be made available in all the primary schools.

11. Special English teachers should be appointed in the schools.

12. Graduate teachers with optional English subject or Post-Graduates in English should be appointed to teach English at least in the Upper Primary schools.

13. B.Ed. trained teachers should be appointed for teaching English at least in the Upper Primary schools.

14. Teachers of English should be guided about teaching methodology.

**Recommendations for the Monitoring Machinery:**

1. Teachers of English should be allowed to teach English to a batch from classes I to IV or classes I to VII.

2. Teachers should not be punished and scolded; but encouraged and guided if they commit mistakes in teaching.

3. Mentor’s support should be provided to all primary teachers of English.

4. The monitoring machinery should play the role of mentors of the teachers of English.
Recommendations for Teachers of English:

1. All the students from the class should be involved in all the language activities.

2. Teacher’s Handbooks should be referred before teaching and teaching should be done according to the instructions given therein.

3. The methods, approaches and techniques of teaching English should be studied.

4. To encourage the learners, play-way method should be adopted; efforts by the learners should be appreciated; responses should be reinforced; competitions should be held and prizes should be distributed to the learners.

5. The pairs and small groups of the peer learners should be formed.

6. *My English Activity Books* should be used in the classroom.

7. Ample teaching aids and other support materials should be prepared and used in the classroom regularly.

8. The cassette player and cassettes should be used in the classroom regularly.

9. Mother tongue should be used judiciously initially for giving instructions, explaining the nature of activities and for establishing rapport with the students; instead of using it for translation.
10. Students should be evaluated informally and formatively without any burden of examination and testing. The Continuous & Comprehensive Evaluation should be done.

11. Proper tools and techniques of evaluation should be used.

12. Personal diary should be maintained to note down the inputs got from evaluation.

13. Reference books should be referred regularly before teaching.

Recommendations for Parents & Members of W/VECs:

1. The parents and guardians should avail study materials to the wards.

2. The parents/guardians should send their wards regularly to school.

3. The members of Village/Ward education committee or School management committee should counsel the parents about the importance of study of English and about the regular attendance of the wards in the school.

4. The members should help the teachers and headmaster in their activities.

5. The parents & members should enquire about the progress of their wards, students.
Recommendations of topics for further research:

1. A critical study of the Activity Books of English developed by Baalbharati for classes II to VII, with special reference to the syllabi of English for these classes.

2. A study of the monitoring of the teaching-learning of English at the primary level in Aurangabad district.

3. Development of effective monitoring tools for English and study of their effect on the teaching process at the primary level in Aurangabad district.

4. Development of audio-visual support materials for the teaching-learning of English at the primary level and a critical study of its effect on the achievement of the learners.

5. A critical study of the use of English Language Kit for classes I to IV supplied by MPSP, Mumbai under the Learning Enhancement Programme.

➢ Chapter Scheme:

• Chapter - I

In the first chapter of the report, the research topic has been introduced. In today's competitive age, information based era and technological advancement English language has gained utmost importance. The world has shrunk into a global village and we are
coming in contact with the multinationals. English has become the contact language and corner of every activity and trade. Considering the growing importance of English language and ever-growing attraction towards the English medium schools, the Government of Maharashtra took a revolutionary decision in the year 1999 considering the need of the hour, when the world was preparing to enter the 21st century. The important decision was to begin teaching of English from Class - I in all the non-English medium schools throughout Maharashtra. Ten years after the implementation of this revolutionary decision, a critical study of the consequences and the present status of the teaching-learning of English at the Primary Stage in Aurangabad district would prove to be vital and interesting.

The history of the teaching of English in the state has been traced in brief in this chapter. The current status of the English language in the state has also been considered in the first chapter. At the end of the chapter, the research topic, objectives of the research study, assumptions, hypotheses and the working definitions of some important terms have been given in the first chapter.

• **Chapter - II**

In the second chapter, the related literature has been reviewed. The syllabi of English for Classes I to IV, the course-books of English for
these classes, the training modules - *Let's Teach*, the *Teacher's Handbooks* have been studied and reviewed. The related research work done earlier has also been studied in this chapter.

- **Chapter - III**

In this chapter, the research methodology used for the present research study has been explained critically. The reason why the Documentary Analysis method has been used to study the reflection of the syllabi into the course-books and why the Survey method had been used to study the current status of teaching-learning of English at the stage has been given a thought in this chapter. The characteristics of these two methods, the research tools, the study of the population and the method of the selection of the sample are discussed in detail later on. At the end of the chapter, the outline of the actual research procedure has been explained.

- **Chapter - IV**

In the fourth chapter, the syllabi of English has been analysed in detail. The backgrounds of the syllabi, the salient features of the syllabi, the recommendations of the syllabi committee, the aims and broad objectives as well as the specific objectives for Classes I & II together and for Classes III & IV together are studied in detail. The activities recommended to develop the language skills with the Expected Learning
Outcomes are studied to see its relation and reflection in the course-books.

Then, the first editions and the revised editions of the course-books of English for Classes I to IV are analysed in detail to study the reflection of the syllabi and the recommendations of the syllabi framing committee.

The raw data collected from the different sources through the research tools is analysed in this chapter. The responses collected through the questionnaire from Practicing Teachers are analysed first. The responses collected through questionnaires and rating scale from the Headmasters are analysed then to cross check the current status of the teaching - learning of English at the Primary Education stage in Aurangabad district. The data collected through the questionnaires from the Cluster Heads and through the interview from the Block Education Officers is also analysed to help to arrive at the decision about the current status of the teaching and learning of English in the district.

- **Chapter - V**

In the last chapter, the conclusions drawn from the critical analysis of various research tools have been presented. The conclusions are presented in two sections. At first, the conclusions regarding the inclusion of the recommendations of the syllabi committee into the course-book and the reflection of it into the books are presented. The findings of the
critical study of the course-books of English for classes I - IV are also enlisted in this section.

In the second section, the conclusions about the present status of the teaching and learning of English at the stage are enlisted in detail. At the end of the chapter, some recommendations are made for the better implementation of the syllabi of English in Aurangabad district. Some recommendations are made for further research study.

- **Bibliography & Appendices**

  After the last chapter, the list of references used in the present study are given under the heading ‘Bibliography’. After the Bibliography the copies of the data collection tools used for the present study, the covering letters and the lists of the respondents are appended under the heading ‘Appendices’.